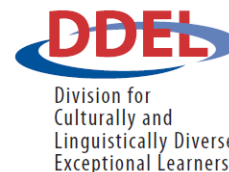




DDEL Voices



Volume 2, Issue 1

April 2012

DDEL would like to hear your VOICE...

If interested in contributing to future newsletters please consider the following categories:

1. **“Voices from the Classroom”** - featuring an innovative strategy, approach, activity, or accomplishment conducted in a classroom serving culturally and linguistically diverse exceptional learners.
2. **“Voices from the Field”** - featuring programs, research studies, organizations, or opportunities involving culturally and linguistically diverse exceptional learners and/or those who are serving this population.
3. **“Research Spotlight”** - featuring studies related to CLD learners.

Please email a summary of up to 500 words to either of the above categories to the newsletter editor at: mcamacho@lynn.edu

Continuing our Journey...

As we begin a new year, I look forward to continuing our journey and building upon the momentum that was generated through the hard work of our Executive Board and Committees. Thank you to our outgoing board members, Roberta Unger and Liz Cramer, for their commitment and guidance throughout I hope you are planning on joining us for the CEC Annual Convention being held in Denver, Colorado from April 11-14th. We have a wonderful slate of presentations scheduled addressing a variety of topics including culturally responsive practices, working with families, teacher preparation and disproportionality. Our invited showcase session is titled: Closing the Achievement Gap Write Now: Results from an Innovative Literacy Program. The presenter is Vajra Watson, Director of Research & Policy for Equity at UC Davis. The session is an interactive presentation focusing on the spoken word and rap pieces created by students and teachers in English and Special Education classes at three low-performing urban schools as part of the Sacramento Area Youth Speaks Project. We also look forward to meeting you at the DDEL Business Meeting and encourage you to attend other business session including committee meetings and the Student Research Showcase. As part of our strategic planning process, I hope to implement a balanced scorecard approach to evaluate meeting our goals. Our strategic plan encompasses the core values of diversity, social justice, and equity, inclusiveness, advocacy, and inquiry leading to the development of practices that attend to unique learner characteristics. It addresses five themes: Financial Stability; Professional Development; Member Engagement; and Mentoring and Nurturing New Leadership.



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Wednesday, April 11

9-10am (Limestone): DDEL Membership Committee Meeting

9:30-10:30am (Marble): DDEL Finance Committee Meeting

10:30-11:30am (Marble): Research and Professional Issues

1-2pm (Marble): DDEL Leadership and Volunteering Opportunities Meeting

Thursday, April 12

9-11am (Capitol 4): DDEL Student Engagement Meeting

3:30-4:30pm (Limestone): DDEL Professional Development Committee Meeting

5-9pm (Agate A): DDEL Executive Committee Meeting

Friday, April 13

9-11am (Capitol 2): DDEL Business Meeting

11-12 (Agate A): DDEL Writing for Multiple Voices Meeting

3:30-4:30pm (Hall C): DDEL Editorial Board/Committee Meeting

(Continued from P. 1) We are making strides in each of these areas and look forward to further discussion on our efforts during the Business Meeting in Denver.

DDEL's strength is drawn from its membership and I urge each of you to take an active role in assisting us as we continue our journey in meeting our strategic goals and assuming the role of the premier professional organization for individuals committed to meeting the needs of diverse exceptional learners and advocating for social justice and equity.

Patty McHatton

DDEL's 2012 STRATEGIC PLAN

FINANCIAL STABILITY

Goal #1: To obtain a sponsor or sponsors of various types to make contributions designated to support various DDEL activities i.e. publishing, convention reception and or other related convention activities.

Objective #1A: Develop relationships with businesses and organizations with a vested interest in the goal and mission of DDEL.

Objective #1B: Collaborate with other divisions in cultivating relationships with businesses and organizations.

Goal #2: To work toward obtaining a short-term, 1 to 3 years, investment fund for the purpose of meeting short-term cash flow needs of the operating fund.

Objective #2A: Work with CEC in developing a plan for an investment fund.

Objective #2B: Collaborate with other divisions in developing a plan for an investment fund.

Goal #3: To work toward obtaining long-term investments to provide financial stability to ensure growth of capital to meet future DDEL needs and to provide a source of revenue to meet operating requirements.

Objective #3A: Work with the Professional Development Committee to develop a plan for revenue generation.

Objective #3B: Work with CEC Marketing and Publications to explore opportunities for revenue generation.

PROFESSIONAL DEVELOPMENT

Goal #1: Determine professional development topics and delivery systems that would be of interest to members and their colleagues.

Objective #1A: Develop a qualtrics survey to be disseminated to members.

Objective #1B: Disseminate survey through the newsletter.

Objective #1C: Analyze and report the data.

Goal #2: Work collaboratively with other organizations to develop professional development opportunities for DDEL members.

Objective #2A: Generate a list of CEC divisions with diversity committees or caucuses and contact information.

Objective #2B: Meet with individuals identified in #2A to discuss professional development activities and ideas.

Goal #3: Using the information generated in Goal #1 and #2, create professional development activities.

MEMBER ENGAGEMENT

Goal #1: During the next 3 years, the DDEL Membership will increase by 10%. **Objective #1A:** The DDEL membership will increase by utilizing membership discounts (save \$10 on CEC membership when you join DDEL) on annual basis.

Objective #1B: The DDEL membership will increase by utilizing membership benefits (newsletters, journals, and access to Meta-Press) as an incentive for joining or renewing membership.

Goal #2: During the next three years, the DDEL Membership Committee will begin work to highlight graduate programs specializing in diversity within the DDEL newsletter.

Objective #2A: The DDEL Membership Committee will collaborate with the DDEL Executive Board and CEC Diversity Committee regarding graduate programs specializing in diversity.

MENTORING AND NURTURING NEW LEADERSHIP

Goal #1: Foster and support leadership development of members.

Objective #1A: Develop a leadership manual for each new officer.

Objective #1B: Facilitate a leadership development session at the annual CEC meeting.

Objective #1C: Pair each incoming officer with a leadership mentor.

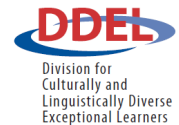


CEC Convention 2012
DDEL invited session presenter
Dr. Vajra M. Watson

For well over two decades, Dr. Vajra M. Watson, Director of Research and Policy for Equity at the UCD School of Education, has been developing praxis to improve education. Watson seeks ways to reach and teach today's students. At the crux of her praxis is a commitment to close the achievement gap, to close the gap between research and practice, and to actually heed the call to leave no child behind. Her current work focuses on holistic reform efforts for chronically under-performing schools in rural, suburban, and urban communities. In these settings, she specializes in supporting the achievement of so-called at-risk and high-risk youth alongside transformative culturally relevant professional development for teachers and leadership training for administrators. Watson has found that larger system changes must be teacher-driven, but that learning must always be student-centered, especially for students who have disengaged from school. She has written extensively on hip-hop and school reform, is currently conducting a statewide study of the education that young people receive while incarcerated, and is author of *Learning to Liberate: Community-Based Solutions to the Crisis in Urban Education* (2011). She is also the founder of Sacramento Area Youth Speaks (SAYS), a literacy program that pairs trained poet-mentor educators and classroom teachers to develop a grassroots pedagogy that bridges the standardized content and the community. Watson received her doctorate from the Graduate School of Education at Harvard University in 2008.

CEC Convention 2012
DDEL Strand Sessions on April 12th in Mile High 3A

Strand C: Advocacy and Agency in Special Education: Building Partnerships to Promote Equitable Opportunities for Culturally and Linguistically Diverse Exceptional Learners and Their Families



8:00 AM - 10:00 AM Shernaz Garcia, University of Texas, Austin; Cathy Kea, North Carolina A&T State University, Greensboro; Alba Ortiz, University of Texas, Austin

SESSION 1: IMPLEMENTING STANDARDS-BASED TEACHER EDUCATION TO PREPARE CULTURALLY AND LINGUISTICALLY RESPONSIVE SPECIAL EDUCATORS

10:30 AM - 11:30 AM Suzanne Arnold, University of Colorado, Denver; Antwan Jefferson, University of Colorado, Denver

SESSION 2: ENRICHING THE STUDENT'S WORLD THROUGH SCHOOL, FAMILY, AND COMMUNITY PARTNER-

1:00 PM - 2:00 PM Chris Bryan, University of Colorado, Denver; Lori Elliott, University of Colorado, Denver; Leslie Prock, University of Colorado, Denver

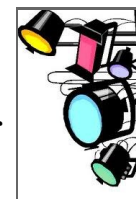
SESSION 3: THE ROLE OF UNIVERSITY SITE PROFESSORS IN SUPPORTING PRACTITIONERS IN THE FIELD: NEGOTIATING, NURTURING, AND NUDGING

2:15 PM - 3:15 PM Lindsay Jones, Director for Policy & Advocacy Services at CEC

SESSION 4: IMPROVING OPPORTUNITIES FOR EXCEPTIONAL CHILDREN: IMPROVING PUBLIC EDUCATION IN AMERICA



Research Spotlight



The STEM Pipeline: Recognizing the barriers that exist for diverse exceptional learners

by

Jacqueline Rodriguez , University of Central Florida

According to the National Science Foundation (NSF) (2005), “The majority of the children who will be born in the United States in the 21st century will belong to groups that are now under-represented in careers involving science, technology, engineering, and mathematics (STEM)”. The NSF follows trends and patterns of STEM employment and academic study, and defines under-represented groups to include: women, people with one or multiple disabilities, people from a under-represented minority (URM) group including: African Americans, Hispanics, and American Indians/Alaska Natives (NSF, 2004, 2009). In an effort to address this generation’s ‘quiet crisis’ (Jackson, 2002) and to reinvest in STEM careers, the President’s Blueprint for Reform addresses the necessity for all students to be “college and career ready” (USDOE, 2010). The Blueprint calls on education leaders and stakeholders to prioritize STEM coursework and instructional methods that align with teaching STEM in order to produce a community of scholars who will seek out STEM careers in the future.

The STEM divide is of great importance to our national well-being for several reasons: groups historically under-represented in STEM fields continue to increase in size which in effect further widens the gap between STEM job opportunities and skilled recruits. Accordingly, Representative Constance Morrella (TX) testified during a Congressional Blue Ribbon Panel (BEST, 2002), “Women, African-Americans, Hispanics, Native Americans, persons with disabilities make up two thirds of our work force, but they only hold one forth of the jobs in science, engineering, and technology”. Secondly, STEM careers have increasingly been exported causing serious damage to our national economy. Lastly, from a civil and social standpoint, the founding principals of our country are in contradiction of the lack of entry into career paths for disenfranchised groups such as women, people with a disability, and people from URM groups (NSF, 2005).

The NSF and the National Organization on Disabilities (NSO) have identified barriers to STEM success to include: diminished support systems after high school, little access to successful role models, lack of access to technology, inadequate self-advocacy skills, inadequate accommodations, and low expectations and other negative attitudes on the part of people with whom they interact (NSF 2004, 2005, 2009). There is also a growing focus on the secondary school level including: retention of URM and students with disabilities, focus on the value of culture and language (Mertens & Hopson, 2006), teacher development and increased teacher quality, secondary school programming and summer enrichment programming (NSF, 2009).

The NSF defines a lack of “social capital and status” as an additional barrier for students from URM groups (NSF, 2004). Studies indicate students from URM’s increasingly confront issues of poverty and gaps in parental education achievement both of which are associated barriers to a student’s level of self-determination and interest in STEM careers (Chapas, De La Rosa, 2006; Commission on Professionals in Science and Technology, 2007). Mentoring from educators and professionals in the field of the same minority group can be a critical motivating factor for students from URM groups. Whereas students in the majority may have familial connections and exposure to STEM related experiences, few minority students have access to professionals in the field (Chapas, De La Rosa, 2006; CPST, 2007; NSF, 2004).

The National Research Council (2003) outlined steps that were necessary for reform in STEM education at the undergraduate level. The NRC described four objectives for STEM undergraduate programs in the future. The first was to provide all students effective teaching in STEM courses, regardless of the student’s major. This implies that STEM is important for everyone, at all levels, and that instruction in STEM should be effective to garner engagement and learning for all students. The second objective addressed collaboration between faculty and departments heads. This collaboration is not unlike the expectation of general and special education teachers in the K-12 setting. STEM faculty should share ideas, lessons, barriers, etc. while administration should share expectations and evaluation tools. The third objective refers to the scholarship of teaching and learning. The NRC and other researchers (Baldwin, 2009; Moriarty, 2011) have found STEM faculty are more inclined to weigh research above teaching. Teaching therefore becomes a secondary priority and in turn is not given as much professional development or credence. The NRC encourages STEM faculty to devote time to making their teaching of STEM fields to all students valuable, meaningful, and engaging. The last objective specifically calls for more support and mentoring of STEM faculty such that the expectations of their teaching are met.

In order for underrepresented groups including: women, racial/ethnic minorities and student’s with disabilities, to participate and pursue STEM careers, the mindset of STEM employers must also change. Professional development for employers should support a tolerant, equal access approach towards the employment of a non-traditional STEM workforce.

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Voices from the Field



From right to left Don Fuchs (University of Winnipeg, Canada), Todd Fletcher , Glenda Roark, Susan Moore and Cindy Volk (all three from the University of Arizona).

The World Council of University Academicians (COMAU)

On February, 2012 COMAU's president, Dr. Todd Fletcher, handed the Eureka Award for academic excellence to Mariela Castro, the daughter of Raul Castro the current leader of Cuba during the closing ceremony of the 33rd World Meeting of the organization which was held at the "Lazaro Peña" Theater in La Habana, Cuba. Also receiving the award, granted for the first time to Latin American personalities, were Margarita Cedeño, First Lady of the Dominican Republic, and Orlando Terre, president of the World Organization of Special Education. Alberto Juantorena, twice champion in Montreal 1976 and vice-president of the Cuban Sports Institute, delivered the welcoming speech to the delegates from 38 nations attending the event.

The mission of COMAU is to bring academics and researchers from Latin America, the Caribbean, and North America who would like an opportunity to network and therefore:

- a). Provide a contribution to the community on topics related to education
- b). Develop further opportunities to disseminate their studies and findings via conferences, seminars, at national and international events.
- c). Promote or sponsor events to grant scholarships, awards, and other type of supports.

COMAU has conferences planned for later this year in May in Corrientes, Argentina; Lima, Peru in August and back to Havana, Cuba for an Early Childhood Conference on November 6-9.



Student Showcase at CEC 2012 Convention

Attention all faculty and student members! On Thursday, April 12, from 9-11 we will be holding our first annual student showcase in Capitol 4. Please spread the word for any interested students or faculty to join us as we kick off this event with a focus on launching students' research agendas around culturally and linguistically diverse students with exceptionalities. This session will include faculty suggestions for launching research in this area as well as a poster session, networking opportunities, and future planning for this new initiative. Hope to see you there!

DDEL Membership

DDEL is pleased to announce a new membership benefit: electronic access to current and past content of the division journal, *Multiple Voices for Ethnically Diverse Exceptional Students*. Please be advised that your access will be active until your CEC/DDEL membership expires. Renewing your membership will ensure uninterrupted access. If you have any questions, please contact Charity Gillman, DDEL Membership Chair, ddelearner@gmail.com

Call for Editors: Multiple Voices

The Division for Diverse Exceptional Learners is seeking qualified individuals to assume the roles of Editor(s) for *Multiple Voices for Ethnically Diverse Exceptional Learners*. *Multiple Voices* is the official, peer-reviewed journal of the Council for Exceptional Children's Division for Culturally and Linguistically Diverse Exceptional Learners. The journal publishes original research; conceptual and theoretical articles; critical analyses, reviews and syntheses of literature; and material, test, and books reviews. The goal of the journal is to advance the knowledge base focused on the interrelationships between culture, language and exceptionality in educational systems, policy, research and/or practice.

Qualifications:

- Current member of CEC and DDEL
- Doctorate in Special Education or related field
- A record of successful publication in special and/or education with a strong focus on diversity and social justice, including education, programs and services for children, youth and/or adults with exceptionalities from diverse cultural and linguistic communities
- Demonstrated expertise in editing
- Ability to work with an editorial board
- Ability to meet bi-annual publication deadlines
- Commitment of a 5 year term (January 1, 2013 through December 31, 2017)

Responsibilities:

- Manage and coordinate manuscript reviews
- Make final editorial decisions about manuscript content
- Coordinate the publishing process with Sheridan Press, including copyediting, author copyright agreements, and preparation of final proofs for printing
- Manage and coordinate the electronic dissemination of the journal through MetaPress, EBSCO, and ERIC
- Work with the editorial board to keep *Multiple Voices* "current" and "innovative"
- Chair *Multiple Voices* meetings at the annual International CEC conference
- Prepare an annual budget for publication of *Multiple Voices*
- Prepare an annual report of publication activities
- Participate in DDEL Executive Board Meetings

Preference provided to individuals who show evidence of in-house support for publication of *Multiple Voices* by the editors' place of employment. Interested persons should submit a letter of interest and documented evidence of qualifications to:

Loury Ollison Floyd, Ph.D., Chair, DDEL Publications Committee.

Associate Professor & Assistant Dean for Teacher Education

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